

Fall 2025 LDST 489 Syllabus

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Purpose

The internship is an important component in the Jepson academic experience. Internships provide a unique educational opportunity to apply theory to practice and critically assess and revise theory in light of practical experiences. It offers students a chance to exercise and observe leadership in an organization. It also enables students to explore professional fields/industries of interest.

Course Description

This ½ unit post-internship course is designed to help students analyze and articulate the ways in which their leadership studies informed their understanding and performance at their internship, consider how to leverage their internship experience in regards to post-graduate employment or other post-graduate pursuits, and continue their professional development. Students will complete academic assignments that require them to apply leadership studies theories and concepts to their internship experience.

DOCUMENTS AND REFLECTIONS FROM SUMMER 2025 INTERNSHIP

Supporting Documents for Internship (75 points total)

- **Learning Contract** - This document should be completed and filed by the end of the first week of the internship. It is designed to clarify your role requirements. (25 points)
- **Internship Site Evaluation** - This evaluation is due at the conclusion of your internship. (25 points)
- **Site Supervisor Evaluation** – Dr. Soderlund will solicit an evaluation from your supervisor as you are ending your experience. (25 points)

Weekly Structured Reflection for Internship (50 points each – 300 points in total)

Six topical reflections were required over the course of the internship, one of which needed to be Theory into Action and another needed to be Personal Contributions.

FALL 2025 REQUIREMENTS/ASSIGMENTS

Class Participation (100 points)

Contributions to class that advance the class discussion are valued more than sheer quantity of participation. Advancing the class discussion can take several forms, from calling attention to something important we haven't talked about yet, to answering a question posed by the instructor, to asking a factual or interpretive question of relevance to the discussion, to stating (and giving reasons) why you think you disagree with another student or the instructor. We have several guests,

including Jepson alumni, joining us this semester and we want to be respectful of the time that they are taking to be part of our discussions.

Strengths Assessment (100 points)

Due Date: Sunday, 8/31/25 by 11:59 p.m. in Blackboard

As part of this course we are asking you to complete the Gallup's Clifton Strengths assessment. This assessment is a powerful online tool that helps individuals identify, understand and maximize their strengths and we will be using this resource in class this Fall. A link will be sent to you on Wednesday, August 27, 2025 in the afternoon and we ask you to complete this assessment during the first week of class. Once you complete the assessment you need to save a copy of your results to your computer and upload it to Blackboard under "Assignments."

Internship Paper (150 points)

Due Date: Sunday, 9/7/25 by 11:59 p.m. in Blackboard

This document should be 6-9 pages, double-spaced and should include citations to relevant literature and sources from Jepson classes. You may use any citation style you choose. You can draw from your Site Description and Personal Contribution (SDPC) paper, your learning contract, and your reflections, but you need to address the prompt for this paper specifically and not simply string your reflections together. Please acknowledge when you are referencing your SDPC paper or reflections. We have asked Jepson faculty to open previous Blackboard courses for any of the core classes you took since fall 2022; if you find you cannot access a particular Blackboard course for one of your core classes, please let Dr. Soderlund know.

Please submit this paper via Blackboard under "Assignments."

Part One ~ Self-Assessment (approximately 2-3 pages) – 50 points

In the first part of your final paper, please revisit your Site Description and Personal Contribution (SDPC) paper and your learning contract and address the following:

- What did you learn? Specifically address the learning outcomes you outlined in your SDPC paper and your learning contract.
- How your on-the-job and off-the-job activities (identified in in your learning contract) informed what you learned during the course of your internship.
- The extent to which you were able to make the contributions you outlined in your SDPC paper, citing specific examples from your experience. For this, you may also want to revisit your "Personal Contributions" reflection.

Part Two ~ Leadership Studies & Your Internship (3-4 pages) – 75 points

In the second part of your final paper, please discuss how your leadership studies courses informed the way that you understood the organization with which you worked and the way that you approached your work. In responding to this broad question,

- Discuss four to five concepts and/or theories from leadership studies and how they helped you understand the individuals and/or dynamics of the organization with which you worked AND the way in which you interacted with others and approached/completed your work.

- Please identify the course(s) in which you were exposed to each concept/theory that you discuss and cite relevant literature/sources (you may use any approved citation style). You may draw from any leadership studies courses (core courses or electives).
- Please provide specific examples (observations/experiences from your site) to illustrate your discussion. Feel free to draw from your summer reflections, though do acknowledge/cite material you draw from your reflections.

Part Three ~ Log of Work/Projects (1-2 pages) – 25 points

As we discussed in the spring LDST 488 Internship class, it is good practice to keep a log/notes about the work/projects/events/initiatives you work on during your internship (or future jobs) so that you can have productive conversations with your supervisor and to have a record you can draw from when interviewing for future positions. For the final portion of this paper, please provide a list of 7-10 work items/projects/events/initiatives you worked on/completed during your internship. A few notes:

- Please provide 1-2 sentences describing each item.
- You do not need to share ANY confidential information when discussing these items; you can talk broadly about the nature of the work and not provide specifics about clients, etc.

Job Application (100 points)

Due: Friday, 9/12/25 by NOON (12:00 p.m.) via Handshake

In order to talk about the search process from the other side, we are asking you to apply to a job via Handshake that is specific to our LDST 489: Internship class. We will provide more details about how to access this class specific job application once class begins.

Digital Portfolio (450 points)

Due Date: Various (see below)

Sample of E Portfolio: <https://sites.google.com/view/kerstinsoderlundeportfolio/home>

If you want to explore other platforms, this is a resource you can reference: <https://www.odu.edu/ails/tutorials>

- Frame for Portfolio/Platform Selection Due: Sunday, 9/21/25 by 11:59 p.m. (in Blackboard – 50 points)
- Resume Due: Sunday, 9/28/25 by 11:59 p.m. (in portfolio you create – 50 points)
- Writing Sample Due: Sunday, 10/26/25 by 11:59 p.m. (in portfolio you create – 50 points)
- First Section (two items illustrating strength/competency/skill) Due: Sunday, 11/9/25 by 11:59 p.m. (in portfolio you create – 100 points)
- Second Section (two items illustrating strength/competency/skill) Due: Sunday, 11/16/25 by 11:59 p.m. (in portfolio you create – 100 points)
- Third Section (two items illustrating strength/competency/skill) Due: Sunday, 11/23/25 by 11:59 p.m. (in portfolio you create – 100 points)

A digital portfolio is an online collection of items and artifacts that showcase one's strengths, competencies, skills, and accomplishments. It can be shared with others to visually demonstrate one's experiences and abilities and it can also be a useful resource when preparing for job or

graduate school interviews. Over the course of this semester, you'll be asked to develop a digital portfolio relevant to your experiences (not just at your internship). It is a mechanism to tell your story and you can frame it as you would like, though we'll offer examples of what you might use to develop your frame.

You need to select three strengths/competencies/skills you want to highlight and then provide two pieces of evidence/artifacts that illustrate each of those strengths/competencies/skills you are highlighting.

Virtual Interview (100 points)

Due Date: Friday, 10/10/25 by 11:59 p.m. via Big Interview

Interviewing is an art and any opportunity to practice is beneficial. We are going to ask you to complete an on-line interview via Big Interview so that you can get the AI based experience and receive feedback, from the platform, regarding your performance. We also hope to have alumni review your interview responses and provide feedback.

Ethics Assessment (up to 100 points)

Due Date: Tuesday, 12/16/25 by 11:59 p.m.

On Friday, December 5, 2025, you will find an "Ethics Assessment" in Blackboard under "Assignments."

Assessment

Your grade for LDST 489 is based on the quality of your assignments and their completion by the assigned due date, participation in all internship class meetings and required activities, and submission of all required forms.

98-100	A+	74-77	C
94-97	A	70-73	C-
90-93	A-	68-69	D+
88-89	B+	64-67	D
84-87	B	60-63	D-
80-83	B-	< 60	F
78-79	C+		

HONOR CODE

All assignments are expected to be the student's original work. The Jepson School follows the provisions of the Honor System as outlined by the School of Arts and Sciences. This means that no student is to use, rely on or turn in work that was paid-for, copied, excessively summarized without citation, created in collaboration (without permission), produced by AI, or is otherwise not the original work of the student for the specific assignment (without explicit permission).

Week of:	Topic & Assignments
Week 1: August 25, 2025 Monday, 8/25 Tuesday, 8/26 Wednesday, 8/27	Evaluating & Negotiating Offers ~ Week 1 <i>Due 8/31 by 11:59 pm: Complete & Submit Strengths Assessment (link to be sent on 8/27; save & upload results to Blackboard)</i>
Week 2: September 1, 2025 Monday, 9/1 Tuesday, 9/2 Wednesday, 9/3	Evaluating & Negotiating Offers ~ Week 2 <i>Due 9/7 by 11:59 pm: Internship Paper (upload to Blackboard)</i>
Week 3: September 7, 2025 Monday, 9/8 Tuesday, 9/9 Wednesday, 9/10	Assessing Your Strengths <u><i>Due Friday, 9/12 by 12:00 p.m. NOON: Complete job application in Handshake</i></u>
Week 4: September 15, 2025 Monday, 9/15 Tuesday, 9/16 Wednesday, 9/17	The Search Continues... <i>Due 9/21 by 11:59 p.m. – Portfolio Frame/Platform Selection (upload in Word document with link to Blackboard)</i>
Week 5: September 22, 2025 Monday, 9/22 Tuesday, 9/23 Wednesday, 9/24	Tips from the Other Side of the Search <i>Guests: Several Jepson Alumni in HR/Recruiting</i> <i>Due by 9/28: Resume (upload in your portfolio)</i>
Week 6: September 29, 2025 Monday, 9/29 Tuesday, 9/30 Wednesday, 10/1	Thinking About Grad School <i>Guests: Several Jepson Alumni Who Completed Grad School</i>
Week 7: October 6, 2025 Monday, 10/6 Tuesday, 10/7 Wednesday, 10/8	Personal Finance ~ Part 1 <i>Due by 10/10: Complete Virtual Interview (in Big Interview)</i>
Week of October 13th – NO CLASSES ~ FALL BREAK	
Week 9: October 20, 2025 Monday, 10/20 Tuesday, 10/21 Wednesday, 10/22	Personal Finance ~ Part 2 <i>Guest: Dan Fabian, Associate Dean, Richmond College</i> <i>Due 10/26: Writing Sample (upload in your portfolio)</i>
Week 10: October 27, 2025 Monday, 10/27 Tuesday, 10/28 Wednesday, 10/29	Interview Debriefing & Follow Up
Week 11: November 3, 2025 Monday, 11/3 Tuesday, 11/4 Wednesday, 11/5	NO CLASS ~ Time to Work on Applications Soderlund/Chancy available in the classroom <i>Due by 11/9: First Portfolio Section w/2 items (upload in portfolio)</i>
Week 12: November 10, 2025 Monday, 11/10 Tuesday, 11/11 Wednesday, 11/12	Topic TBD <i>Due by 11/16: Second Portfolio Section w/2 items (upload in portfolio)</i>
Week 13: November 17, 2025 Monday, 11/17 Tuesday, 11/18 Wednesday, 11/19	Topic TBD <i>Due by 11/23: Third Portfolio Section w/2 items (upload in portfolio)</i>

Week of November 24th – NO CLASSES ~ THANKSGIVING BREAK	
Week 15: December 1, 2025 Monday, 12/1 Tuesday, 12/2 Wednesday, 12/3	Transition to the Real World
FINAL EXAM Tuesday, 12/16 by 11:59 p.m.	<i>Ethics Assessment (complete in Blackboard) – will be available in Blackboard after classes end on Friday, 12/5</i>

Disability Services Center

The University of Richmond's office of Disability Services strives to ensure that students with disabilities and/or temporary conditions (i.e., concussions & injuries) are provided opportunity for full participation and equal access. Students who are approved for academic accommodations must complete the following steps to implement their accommodations in each class:

- 1) Submit their Disability Accommodation Notice (DAN) to each of their professors via the Disability Services Student Portal available at this link: sl.richmond.edu/be.
- 2) Request a meeting with each professor to create an accommodation implementation plan. Disability Services is available to assist, as needed.

It is important to complete these steps as soon as possible because accommodations are never retroactive, and professors are permitted a reasonable amount of time for implementation. Students who are experiencing a barrier to access due to a disability and/or temporary condition are encouraged to apply for accommodations by visiting disability.richmond.edu. Disability Services can be reached at disability@richmond.edu or 804-662-5001.

THE HONOR CODE AND USE OF AI

As a student at the University of Richmond, you are bound by the Honor Code. The Honor Code prohibits the use of any unauthorized assistance. For this course, the use of text-generating artificial intelligence tools (such as, but not limited to, ChatGPT) will be considered a form of unauthorized assistance for written assignments (e.g. Internship Paper). We will work with Honor Council to investigate and address any potential violations. This includes the use of generative AI for any stage of the written work from conception to completion.

Jepson School Common Syllabus Insert

Awarding of Credit

To be successful in this course, a student should expect to devote 5-7 hours each week, including class time and time spent on course-related activities.

registrar.richmond.edu/services/policies/academic-credit.html

Disability Accommodations

Students with a Disability Accommodation Notice should contact their instructors as early in the semester as possible to discuss arrangements for completing course assignments and exams.

disability.richmond.edu/

Honor System

The Jepson School supports the provisions of the Honor System. The shortened version of the honor pledge is: "I pledge that I have neither received nor given unauthorized assistance during the completion of this work." <https://studentdevelopment.richmond.edu/student-handbook/honor/index.html>

Religious Observance

Students should notify their instructors within the first two weeks of classes if they will need accommodations for religious observance. registrar.richmond.edu/planning/religiousobs.html

Addressing Microaggressions on Campus

Microaggressions are the everyday verbal, nonverbal, and environmental slights, snubs, or insults, whether intentional or unintentional, that communicate hostile, derogatory, or negative messages to target persons based solely upon their marginalized group membership.¹ Recent research has found that, when professors do not address microaggressions in class, microaggressions foster alienation of marginalized groups.² Furthermore, both students and faculty that are exposed to microaggressions more often are more likely to have depressive symptoms and negative affect (a negative view of the world).³ A comfortable and productive environment where meaningful learning happens can be collectively created through actions, words, or environmental cues that promote the inclusion and success of marginalized members, recognizing their embodied identity, validating their realities, resisting sexism, ableism, and racism.⁴

The University of Richmond is committed to building an inclusive community. To this end, the Student Center for Equity and Inclusion (SCEI) was created in 2021 and offers ongoing support and assistance for a diverse student body.⁵ With this in mind, as a community member at the University of Richmond, I pledge to address microaggressions in the classroom by holding myself, other students, and faculty accountable for what is said and being receptive to criticism when perpetuating these slights, snubs, or insults.

¹Sue, S., Zane, N., Nagayama Hall, G. C., & Berger, L. K. (2009). The Case for Cultural Competency in Psychotherapeutic Interventions. *Annual Review of Psychology*, 60(1), 525–548. <https://doi.org/10.1146/annurev.psych.60.110707.163651>

²Bergom, I., Wright, M.C., Brown, M.K. and Brooks, M. (2011), Promoting college student development through collaborative learning: A case study of *hevruta*. *About Campus*, 15: 19-25. <https://doi.org/10.1002/abc.20044>

³Nadal, K. L., Griffin, K. E., Wong, Y., Hamit, S., & Rasmus, M. (2014). The Impact of Racial Microaggressions on Mental Health: Counseling Implications for Clients of Color. *Journal of Counseling & Development*, 92(1), 57–66. <https://doi.org/10.1002/j.1556-6676.2014.00130.x>

⁴Rolón-Dow, R. (2019). Stories of Microaggressions and Microaffirmation: A Framework for Understanding Campus Racial Climate. *NCID Currents*, 1(1). <http://dx.doi.org/10.3998/currents.17387731.0001.106>

⁵ <https://inclusion.richmond.edu/>

SYLLABUS INSERT REGARDING ACADEMIC AND PERSONAL SUPPORT SERVICES

Below is a boxed statement that describes the services available from a myriad of resources. We recommend that you consider including this boxed statement in your course syllabus, on Blackboard, or perhaps on a separate handout. Of course, other support services that relate specifically to your course can also be added.

Staff members from the resources below are available for consultations about concerns related to students as well as issues related to services.

If you experience difficulties in this course, do not hesitate to consult with me. There are also other resources that can support you in your efforts to meet course requirements.

Academic Skills Center (asc.richmond.edu): Assists students in assessing their academic strengths and weaknesses; honing their academic skills through teaching effective test preparation, critical reading and thinking, information conceptualization, concentration, and related techniques; working on specific subject areas (e.g., calculus, chemistry, accounting, etc.); and encouraging campus and community involvement. Tutors will be available virtually. The on-call peer-tutors available for these appointments are listed in the Box file: [On-Call Online Tutors](#) (<https://richmond.box.com/s/dpe37chr2zodr3o1amtj8omjk72v2ktb>). Email [Roger Mancastroppa](mailto:Rmancast@richmond.edu) (rmancast@richmond.edu) for appointments in academic and life skills to request a Zoom conference.

Boatwright Library Research Librarians: (library.richmond.edu/help/ask/ or 289-8876): Research librarians help students with all steps of their research, from identifying or narrowing a topic, to locating, accessing, evaluating, and citing information resources. Librarians support students in their classes across the curriculum and provide library instruction, tutorials, research guides, and individual help. All research support will be provided online or by appointment and students can contact a librarian for help via email (library@richmond.edu), text (804-277-9ASK), chat, or Zoom (by appointment).

Career Services: (careerservices.richmond.edu or 289-8547): Can assist you in exploring your interests and abilities, choosing a major or course of study, connecting with internships and jobs, and investigating graduate and professional school options. We encourage you to schedule an appointment with a career advisor early in your time at UR.

Counseling and Psychological Services (caps.richmond.edu or 289-8119): Assists currently enrolled, full-time, degree-seeking students in improving their mental health and well-being, and in handling challenges that may impede their growth and development. Services include brief consultations, short-term counseling and psychotherapy, skills-building classes, crisis intervention, psychiatric consultation, and related services.

Disability Services (disability.richmond.edu) The Office of Disability Services works to ensure that qualified students with a disability (whether incoming or current) are provided with reasonable accommodations that enable students to participate fully in activities, programs, services and benefits provided to all students. Please let your professors know as soon as possible if you have an accommodation that requires academic coordination and planning.

Speech Center (speech.richmond.edu or 289-6409): Assists with preparation and practice in the pursuit of excellence in public expression. Recording, playback, coaching and critique sessions offered by teams of student consultants trained to assist in developing ideas, arranging key points for more effective organization, improving style and delivery, and handling multimedia aids for individual and group presentations. Remote practice sessions can be arranged; we look forward to meeting your public speaking needs.

Writing Center (writing.richmond.edu or 289-8263): Assists writers at all levels of experience, across all majors. Students can schedule appointments with trained writing consultants who offer friendly critiques of written work.